University of Greenwich

Concordat to Support the Career Development of Researchers

Implementation Review - January 2015

The University of Greenwich gained the HR Excellence in Research Award in January 2013 after demonstrating its commitment to improving the working conditions and career development of research staff.

This document provides a two-year review on progress made against the University of Greenwich's original Gap Analysis and Actions.

The following table provides an overview of progress made since the University's submission. The table summarises the number of each status the University had in January 2013 and January 2015.

Status	Status in January 2013 (Count)	Status in January 2015 (Count)
Achieved (A)	26	40
Part-Achieved (P)	19	8
Outstanding (O)	3	0

Glossary of Main Abbreviations and Acronyms

AP(E)L **A**ccredited **P**rior (**E**xperiential) **L**earning
ASWG **A**thena **S**WAN **W**orking **G**roup (University of Greenwich)
CIWG **C**oncordat **I**mplementation **W**orking **G**roup (University of Greenwich)
CPD **C**ontinuing **P**rofessional **D**evelopment
DVC (R&E) **D**eputy **V**ice-**C**hancellor, **R**esearch and **E**nterprise
ECR **E**arly **C**areer **R**esearcher Initiative (University of Greenwich)
ECRSG **E**arly **C**areer **R**esearcher **S**teering **G**roup (University of Greenwich)
EDU **E**ducational **D**evelopment **U**nit (University of Greenwich)
E&DC **E**quality and **D**iversity **C**ommittee (University of Greenwich)
GOLD **G**reenwich **O**pportunities for **L**earning and **D**evelopment (University of Greenwich)
GRAP **G**rading **R**eview and **A**ssessment **P**rocedure
GRE **G**reenwich **R**esearch and **E**nterprise Office (University of Greenwich)
GREAT 2012 **G**reenwich **R**esearch **E**xcellence **A**ssessment **T**rial 2012
HEA **H**igher **E**ducation **A**cademy
HERA **H**igher **E**ducation **R**ole **A**nalysis (Educational Competences Consortium)
HEIDI **H**igher **E**ducation **I**nformation **D**atabase for **I**nstitutions (Higher Education Statistics Agency)
HR **H**uman **R**esources Office (University of Greenwich)
LGBT **L**esbian, **G**ay, **B**isexual and **T**ransgender
PDP **P**ersonal **D**evelopment **P**lan
QAA **Q**uality **A**ssurance **A**gency
RDF **R**esearcher **D**evelopment **F**ramework (Vitae)
REF **R**esearch **E**xcellence **F**ramework 2014 (HEFCE)
SMART **S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime-bound objectives
UKRIO **U**nited **K**ingdom **R**esearch **I**ntegrity **O**ffice
VCG **V**ice-**C**hancellor's (Management) **G**roup (University of Greenwich)

Note: In each section the following coding is used to indicate the state of implementation and compliance with the provisions of the Concordat:
A = Achieved, **P** = Partly achieved - further action(s) required, **O** = Outstanding - action(s) to be initiated.

RECRUITMENT AND SELECTION

PRINCIPLE 1
Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research

	Clause, response and evidence for current compliance – *January 2013*	Action Progress Update *January 2015*	Status (2013 → **2015**)	Lead *2013*	Timescale *2013*
1.1	*All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.* The University has clearly defined person specifications for all roles, including research posts. All posts are advertised and the usual recruitment guidelines apply to these posts. Recruitment and selection training is compulsory for all staff who wish to engage in such activities. However, work is required to update the guidelines and to make them available on the University intranet.	**Action:** Update recruitment guidelines and make them available to staff on the University intranet. **Update:** The Appointment of Staff Regulations (including recruitment guidelines) was updated in May 2014 and is available on the HR web pages (http://www.gre.ac.uk/__data/assets/pdf_file/0007/928960/Appointment-of-Staff-Regulations-January-2015.pdf)	P → A	HR	by July 2013
1.2	*Employers should strive to attract excellence and respect diversity (see Principle 6). Recruitment and selection procedures should be informative, transparent and open to all qualified applicants regardless of background. Person and vacancy specifications must clearly identify the skills required for the post and these requirements should be relevant to the role.* The University's Appointment of Staff Regulations (October 2010) reflect these principles through procedures relating to staff recruitment and selection, as well as the constitution of selection panels. The University moved to an e-Recruitment system in December 2011, and it explicitly requires a Job Description / Person Specification (http://www.gre.ac.uk/offices/hr/ppga/recruitment-approval) and selection criteria for each role.	**Action:** Appointment of Staff Regulations, to be updated to reflect the move to the e-Recruitment system. New Learning and Development programme for the academic session 2012-13 to be finalised. **Update:** 1. See section 1.1. 2. Learning and Talent Development annual programme of events is in place each year: autumn, spring and a summer school (http://www.gre.ac.uk/offices/hr/staffdev/l-and-d-programme)	P → A	HR	by July 2013

	These are seen by the people involved in the recruitment process as well as the applicants. Panel members' shortlist on the basis of how the applicants have addressed the selection criteria. Recruitment and selection training is mandatory for all recruiting managers and panel members (http://www.gre.ac.uk/data/assets/pdf_file/0012/331212/Educational-and-Professional-Development-Programme-spring-summer-12-13.pdf).	3. Recruitment and selection training now has a dedicated web page (http://www.gre.ac.uk/offices/hr/staffdev/recruitment-and-selection)			
1.3	***Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.*** The University manages its fixed-term contracts consistently for all groups of staff in accordance with its Fixed Term Contracts and Externally Funded Appointments of a Limited Duration procedure (http://www.gre.ac.uk/data/assets/word_doc/0020/307208/FTCs-and-Ext-Fun-Appts-of-Ltd-Duration-June-11.doc). The e-Recruitment system records the details of any external funding and the duration of the contract as well as the business case for any new fixed-term posts.	**Action:** Prepare a guide for managers on good practice in managing staff on fixed-term contracts. **Update:** Since the University made its submission for the HR Excellence Badge the University has restructured its HR department and is in the process of revising its HR Strategy. It has taken the following action since the submission of the action plan in 2013: 1. Improved the information made available to managers to support them in having the appropriate discussions and consultation with individuals on fixed term contracts in a timely manner. 2. The University has put in place a structure of HR Business Partners to provide face to face guidance to managers on a range of HR issues. In the last six months the Business Partners have focussed on the area of fixed term contracts with managers, providing guidance and coaching on the use and management of staff on fixed term	P ⟶ P	HR	by July 2013

		contracts. The University has agreed with Trade Union partners to review the use of fixed term contracts and the management practice in place relating to fixed term contracts and guidance will be developed by the end of 2015 following this review.			
1.4	*To assure fairness, consistency and the best assessment of the candidates' potential, recruitment and progression panels should reflect diversity as well as a range of experience and expertise. In order to promote these values, individuals who are members of recruitment and promotion panels should have received relevant recent training. Unsuccessful applicants should be given appropriate feedback if requested as this may be of assistance to the researcher in considering their further career development.* The University is an Equal Opportunities employer and the relevant recruitment and promotion policies and procedures reflect this. Please see section 1.2 for information on recruitment and selection. Promotion for research staff is currently managed through the University's Grading Review and Assessment Procedure (GRAP, http://www.gre.ac.uk/data/assets/word doc/0010/237529/Grading-Review-and-Assessment-Procedure-October-11.doc). Those involved in the GRAP process are experienced senior academic staff as well as HR professionals with appropriate training. Unsuccessful candidates at recruitment are provided with feedback on request following interview. There are no current mechanisms for feedback at progression stage as the process is managed through re-grading rather than promotion.	**Action:** Review University's career management for research staff in line with the development of HR Strategy following the University's new Strategic Plan 2012-17. **Update:** Please see section 3.2 for the update on this action. The University meets the other criteria outlined within section 1.4.	P ⟶ A	HR	by July 2013
1.5	*The level of pay or grade for researchers should be determined according to the requirements of the post, consistent with the pay*	No actions set	A ⟶ A	HR	

and grading arrangements of the research organisation. The University adopted the single pay spine as part of the National Framework Agreement. Researchers are paid on the single pay spine with the appropriate grade being determined by the HERA job evaluation scheme. Also refer to section 1.2 regarding recruitment and selection section. (http://www.gre.ac.uk/__data/assets/pdf_file/0008/664226/Grading-Review-and-Assessment-Procedure-October-12.pdf).			

	Clause, response and evidence for current compliance – *January 2013*	Action Progress Update *January 2015*	Status (2013 ➝ **2015**)	Lead *2013*	Timescale *2013*
RECOGNITION AND VALUE **PRINCIPLE 2** **Researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research.**					
2.1	*Employers are encouraged to value and afford equal treatment to all researchers, regardless of whether they are employed on a fixed term or similar contract. In particular, employers should ensure that the development of researchers is not undermined by instability of employment contracts. This approach should be embedded throughout all departmental structures and systems.* The University does not differentiate in its provision of training and development opportunities between staff employed on fixed term contracts and staff employed on a contract which is on-going. Please refer to section 1.3 for information regarding the use of fixed-term contracts and the links to current procedures regarding appraisal (http://www.gre.ac.uk/data/assets/pdf_file/0004/510988/Appraisal-Guidance-August-2011.pdf), redeployment, (http://www.gre.ac.uk/offices/hr/ppga/rrr/staff-redeployment-policy-and-procedure) and partial fee exemption scheme for staff who wish to study for further qualifications (http://www.gre.ac.uk/__data/assets/pdf_file/0008/690686/Partial-Fee-Exemption-Scheme-201213.pdf).	**Action:** University's HR Strategy to be redeveloped and supplemented by the Learning and Development policy. Appraisal forms and guidance also to be updated. **Update:** 1. See comments under 1.3 regarding the HR Strategy. 2. The development of the Learning and Development Policy has been delayed due to the HR restructure and revision of the HR Strategy (see section 1.3). The updated policy will be available for the new academic year 2015-16. 3. Appraisal now has dedicated web pages (http://www.gre.ac.uk/offices/hr/staffdev/appraisal), training events and an e-learning module linked to induction available through the staff portal (http://www.gre.ac.uk/__data/assets/pdf_file/0006/806028/Preparing-for-Appraisal-Moodle-access-instructions.pdf)	P ➝ **A**	HR	by July 2013

| 2.2 | *Commitment by everyone involved to improving the stability of employment conditions for researchers and implementing and abiding by the principles and terms laid down in the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) and Joint Negotiation Committee for Higher Education Staff (JNCHES) guidance on the use of fixed-term contracts will provide benefits for researchers, research managers, and their organisations.*

Refer to section 1.3 for information on how the University complies with the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002). | No actions set | A ⟶ A | HR | |
| 2.3 | *Research managers should be required to participate in active performance management, including career development guidance, and supervision of these who work in their teams. Employers should ensure that research managers are made aware of, and understand their responsibilities for the management of researchers and should provide training opportunities, including equality and diversity training, to support research managers in doing this. Institutions will wish to consider how research managers' performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management.*

Refer to section 1.3 for information on how the University complies with the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002). The University has online and face-to-face equality and diversity training, including managing diversity. These are available through the institutional training programme (refer to section 1.2 for more details) and induction (currently under review (http://www.gre.ac.uk/data/assets/pdf_file/0016/650041/Induction | No actions set for 2013 – 15.

Update: Further to the University's work on the Athena SWAN project, we have recognised the need for a further action in this area relating to enhancing leadership skills for academic managers (see section 2.3 of *Gap Analysis and Actions 2015-17* document). | A ⟶ A | HR | |

	-Statement-April-12.pdf).				
2.4	*Organisation systems must be capable of supporting continuity of employment for researchers, such as funding between grants, other schemes for supporting time between grant funding, or systems for redeploying researchers within organisations where resources allow. Funders are expected to make it a priority to consider how their policies, guidance and funding can be enhanced to help employers to achieve this objective.* Refer to section 1.2 for details of the University's procedure on Fixed Term Contracts and Externally Funded Appointments of a Limited Duration and section 2.1 for details on the redeployment procedure.	No actions set	A ⟶ **A**	HR	
2.5	*Pay progression for researchers should be transparent and in accordance with procedures agreed between the relevant trade unions and the employers nationally and locally. In HEIs, pay progression will be in accordance with the Framework Agreement, though recognising the flexibility that institutions have in implementing the Framework.* The pay progression arrangements for researchers on the single pay spine (adopted as part of the National Framework Agreement) are the same as those for other staff groups on the single pay spine. Refer to the pay and grading structure for more information (http://www.gre.ac.uk/__data/assets/excel_doc/0005/36743/August-2011-salary-and-grading-structure.xls).	No actions set	A ⟶ **A**	HR	
2.6	*Researchers need to be offered opportunities to develop their own careers as well as having access to additional pay progression. Promotion opportunities should be transparent, effectively communicated and open to all staff. It is helpful if clear career frameworks for early stage researchers are outlined in*	**Action:** Develop career management mechanisms for research staff as set out in section 1.4. **Update:** Please see section 3.2 for the update	P ⟶ **P**	HR	by July 2013

organisational HR strategies. The University does not differentiate between researchers and other members of staff in relation to the opportunity to undertake training and development. Currently promotion takes place through re-grading as outlined in section 1.4.	for this action.			

SUPPORT AND CAREER DEVELOPMENT

PRINCIPLE 3
Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.

	Clause, response and evidence for current compliance – *January 2013*	Action Progress Update *January 2015*	Status (2013 → **2015**)	Lead *2013*	Timescale *2013*
3.1	*It is recognised that positions of permanent employment are limited in the UK research and academic communities and that not all researchers will be able to obtain such a position. It is, therefore, imperative that researcher positions in the UK are attractive in themselves (and not, for example, as potential stepping stones to permanent academic positions). This requires they provide career development which is comparable to, and competitive with, other employment sectors.* Personal and career development opportunities form an integral part of research focussed posts. Addressing such opportunities, and the individual researcher's responsibility to be proactive in this respect, begins with, and is built on during the University's induction and mentoring of new staff and appraisal processes: (http://www.gre.ac.uk/offices/hr/new-staff), (www.gre.ac.uk/offices/hr/ppga/staffdev/mentoring) and (http://www.gre.ac.uk/__data/assets/pdf_file/0008/659807/Preparation-for-Appraisal-March-2012.pdf) As part of the induction activities, researchers should benchmark themselves against the Researcher Development Framework (RDF) – www.vitae.ac.uk/rdf - and line managers/supervisors support them to map out possible career pathways, and the skills, competences and attributes that are required to address these. Subsequent mentoring and appraisal sessions should refresh and update this process and assist in keeping options under review.	**Action:** Create a greater awareness of the RDF as 'tool' to benchmark skills and plan career pathways. **Update:** 1. Please see comments in section 4.1 and 3.6 regarding appraisal and induction. 2. GRE created a new support post (Researcher Development Manager) which was appointed in April 2014 to implement the Researcher Development Framework and associated initiatives outlined in the gap analysis. 3. Promotion of the RDF started with initial briefing meetings with Pro Vice-Chancellors of each Faculty, followed up with sessions at Faculty Executive meetings and Head of Department development days. Information is also being cascaded through Departmental meetings. 4. Training offered at University has been mapped against the domains of the RDF to create a 'one-stop-shop' for staff engaged in RDF self-assessment. 5. New RDF web pages explaining the self-assessment process and outlining training	P → **A**	GRE HR	by July 2013

		offered have been developed on the GRE section of the University web pages (http://www.gre.ac.uk/research/intranet/gre-office/researcher-development/researcher-development-framework) 6. A new Moodle page has been created hosting the Epigeum suite of e-learning courses mapped against the RDF domains (http://moodle.gre.ac.uk/course/view.php?id=29434 – login required). This will be launched at an RDF themed event in the spring. 7. Further actions have been developed and are outlined in section 3.1 of the *Gap Analysis and Actions 2015-17* document.			
3.2	*A wide variety of career paths are open to researchers and the ability to move between different paths is key to a successful career. It is recognised that this mobility brings great benefit to the UK economy and organisations will, therefore, wish to be confident that their culture supports a broad-minded approach to research careers and that all career pathways are equally valid.* As the University's research endeavour has been growing in recent years, it has been recognised that career pathways for researchers, and progression within, is somewhat limited compared with that for academic staff. Accordingly, work will be undertaken to define and align a career path for researchers with that of academic staff, thereby bringing a better recognition of parity between the two, as well as facilitating ease of transfer between each as an employee's career progresses. All University posts are advertised internally to internal staff as a matter of policy.	**Action:** Develop and align a career path for researchers with that of academic staff. **Update:** The University's Strategic Plan 2012 – 17 and associated KPIs, contains ambitious expectations to progress the research and enterprise agenda by increasing the proportion of academic staff who are research active (1* REF output per annum) to 75% and academic staff with internationally excellent research (at least one 3* or 4* REF output per annum) to 25%. In embedding the University's vision the action outlined does not fully align and has therefore been revised (see section 3.2 of *Gap Analysis and Actions 2015-17* document).	O ⟶ P	HR Schools	by July 2013

| | | The University has in place an appraisal system which is mandatory and provides an opportunity for discussion between managers and individuals about their contribution to meeting the strategic expectations and the development and resources that can be made available to support them. It encourages the discussion of development appropriate to support individuals in their roles and to develop their skills, knowledge and experience to equip them for future roles. Career management is also promoted through the Researcher Development Framework (RDF) (see sections 2.1 and 3.1).

Discussions have taken place within the University to identify career pathways for research and research & teaching. A set of standard expectations at each level of those pathways have also been discussed to support the provision of development aligned to expectations and to support greater transparency within the University about what a research career looks like and what is expected at each level and for promotion through to Professorship. These discussions were suspended as the University underwent a restructure of its academic areas and put in place a new academic leadership who are crucial to ensuring that the career pathways are implemented. The discussions have resumed in 2015 with a view to finalising the pathways and | | | |

		implementing them by August 2016 in line with the University's Athena SWAN Action Plan and new HR Strategy (see action outlined in the *Gap Analysis and Actions 2015-17* document).			
3.3	*Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well as the necessary training and appropriate skills, competence and understanding to carry out a funded project, researchers also need to develop the communication and other professional development skills that they will need to be effective researchers and highly-skilled professionals in whatever field they choose to enter.* The University recognises that the continuous development of its staff on the widest of fronts is key to its continued success, including the success of research projects. It is for this reason that considerable emphasis is placed on personal development, and the responsibility of individual members of staff, as professionals, in addressing this important matter on an on-going basis, refer to section 5.5. With regard to research staff, reference to the RDF acts as a valuable touch point for such staff in terms of the breadth of skills, competences and attributes that should be considered, refer to sections 5.4 and 5.6. The University plays it part in such development through the delivery of an ongoing, broad based programme of generic, and more focussed research and enterprise specific development opportunities, refer to section 5.5. The University is responsive to the development needs identified by any groups of researchers, and has a developed a responsive mechanism to address such needs. This is evidenced by, for example, by the inclusion of early career research (ECR) staff in the University the focussed Early Career Researcher initiative. Engagement with this	No actions set	A ⟶ A	HR GRE	

	initiative is over and above what such staff required to undertake for their duties, but, on demand, enables them to take advantage of training and networking at the institutional level. Additionally, the University's annual appraisal system includes the dimension where academic Schools submit a summary of development needs identified, so that HR may respond accordingly.				
3.4	*All employers will wish to review how their staff can access professional, independent advice on career management in general, particularly the prospect of employment beyond their immediate discipline base, or offering training and placements to broaden awareness of other fields and sectors.* The new HR Strategy (being finalised October 2012) supporting the University's Strategic Plan 2012-17 will address the issue of career development for all groups of staff. It is intended to broaden out the existing GOLD (Greenwich Opportunities for Learning and Development) framework, currently being launched for academic staff, to include career management and a development framework for research staff. This will include the use of the RDF and will incorporate the development of coaching and mentoring networks across the University.	**Action:** Develop and implement a career management framework for research staff, including coaching and mentoring networks. **Update:** 1. See section 3.1 regarding the RDF and broadening career management opportunities. 2. Two female-only initiatives were established at the University in 2014: the Women's Professoriate Group (WPG) and Aurora. The WPG was set up to provide peer support and mentoring to other female colleagues who want to apply for the role of Reader or Professor. The Aurora programme, run by the Leadership Foundation, is designed to enable women in academic and professional roles in higher education to engage with leadership development at early stages in their careers. There are 15 women participants in 2014-15: 5 from professional services and 10 from Faculties, including ECRs. 3. A mentoring e-learning module is currently being piloted for the Aurora programme. Mentoring skills training is on the Learning	P ⟶ A	HR	by July 2013

		and Talent Development programme each term. 4. Coaching is available centrally through external providers on demand, with limited internal coaching provision for some talent development initiatives and ad hoc requests. Faculties and Directorates may make their own arrangements in this regard. 5. Further actions have been developed and are outlined in section 3.4 of the *Gap Analysis and Actions 2015-17* document.			
3.5	*Researchers benefit from clear systems that help them to plan their career development. Employers and funding bodies should assist researchers to make informed choices about their career progression by ensuring that their own polices and processes for promotion and reward are transparent and clearly stated and that all researchers are aware of local and national career development strategies.* Refer to sections 1.4, and 3.1 to 3.4.	**Action:** As actions set out in sections 1.4, and 3.1 to 3.4. **Update:** Please see comments in section 1.4, 3.1 and 3.4	1.4 P ⟶ **A** 3.1 P ⟶ **A** 3.4 P ⟶ **A**	HR	by July 2013; except 3.2, by July 2014
3.6	*Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should also ensure that research mangers provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous development.* The University has a well-planned and comprehensive induction programme for all its staff, where the organisation of the institution, and the member's role in this, are addressed, along with the main	**Action:** Finalise content of Researchers' Induction Day and implement. **Update:** 1. Introduction of Researcher-specific information was incorporated into the corporate New Employee Welcome and Introduction Programme (NEWI) which was launched in November 2012. 'NEWI' takes place once per term and involves a 'World Café' type approach with members of GRE	P ⟶ **A**	HR GRE	By February 2013

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	policies and procedures staff should be aware for relevant to their role (http://www.gre.ac.uk/offices/hr/new-employee-welcome-and-introduction-newi) A pan-University induction development day, led by the DVC, R&E, is planned for new research staff, which will include sessions on: Roles and responsibilities of researchers Continuing professional development Early Career Researchers initiative Greenwich Research and Enterprise support Supervising postgraduate researchers Additionally, as part of their professional responsibilities for assisting in the development of their staff, principal investigators and research managers are aware of the important role they play in facilitating CPD for research staff working within their own environment.	present to give information on the support and training available to research staff, and answer any questions. It has a dedicated web page (http://www.gre.ac.uk/offices/hr/new-employee-welcome-and-introduction-newi). Attendance figures for NEWI are 2012-13 (68), 2013-14 (64) and 2014-15 to date (48). 2. Familiarisation with the RDF is now a mandatory part of local induction for academic staff and appears on the line managers' checklist (http://www.gre.ac.uk/__data/assets/excel_doc/0011/725978/Induction-Checklist-November-2014.xls).			
3.7	*Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and practise those skills. For example, researchers may be given the opportunity to manage part of a budget for a project, or to act as a mentor or advisor to other researchers and students.* The development of project specific and generic research skills is articulated at both induction and appraisal, as is the responsibility of the individual researcher to address these matters. Additionally, the Researcher Development Framework (RDF) is highlighted as a guide to the range of skills, competences, attributes and levels researchers are expected to acquire as their careers progress, see sections 5.4 and 5.6. Researchers are also referred to appropriate RDF 'Lenses' in order that they can focus on key attributes they should develop, and	No actions set	A ⟶ A	HR GRE	

	are encouraged to be pro-active in seeking out opportunities where new skills and attributes can be practiced and honed. Similarly, principal investigators are encouraged to present researchers with appropriate development opportunities and responsibilities when they arise within the course of their research projects, by building on both the strengths, as well as addressing the weaknesses of members of the research team. Further, the University encourages early career researchers and those new to research at Greenwich to join supervisory teams for postgraduate research students. To facilitate this, the University delivers a stand-alone, mandatory professional development programme to assist staff in preparing to take on such responsibilities. Coverage of such development courses include: What is 'doctorateness'? Expectations of external bodies and their impact in shaping the environment we work in Recruitment and admissions processes Getting the student started How students learn Supporting and monitoring student progress Student skills development Quality assurance and enhancement Research integrity, intellectual property and exploitation of research				
3.8	***Employers also should provide a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with such provisions and arrangements.*** Specific career development strategies for researchers are achieved	No actions set	A $\longrightarrow$ A	HR Schools	

	as part of formal induction and appraisal processes (refer to section 3.1), and are included in the balanced Academic Workload model for resources allocation.				
3.9	*Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, as far as is possible within the project. It should be stressed that developmental activity can often have a direct on the success of the project, by distributing work and taking advantage of individual strengths and talents, and increasing the skill and effectiveness of researchers in key areas such as writing for publication or communicating to a wider audience. Funding bodies acknowledge that training of researchers is a significant contribution to research output and they encourage employers to adopt these practices.* The University recognises the valuable and individual roles played by members of staff comprising research teams, the importance of this to the productivity of such teams and the contribution this makes to the University's research endeavour as a whole. It is for these reasons such matters form an integral part of the induction, mentoring and appraisal processes. Also refer to sections 3.1 and 5.5	No actions set	A ⟶ A	HR GRE Schools	

PRINCIPLE 4

The importance of researchers' personal career development, and lifelong learning, is clearly recognised and promoted at all stages of their career

	Clause, response and evidence for current compliance – *January 2013*	Action Progress Update *January 2015*	Status (2013 → **2015**)	Lead *2013*	Timescale *2013*
4.1	*Researchers should be empowered by having a realistic understanding of, and information about, their own career development direction options as well as taking personal responsibility for their choices at the appropriate times. Employers should introduce appraisal systems for all researchers for assessing their professional performance on a regular basis and in a transparent manner. It is important that researchers have access to honest and transparent advice on their prospects for success in their preferred career.* As set out in section 3.1, the University's induction and appraisal processes are all embracing in terms of introducing researchers to their roles and responsibilities, emphasising the importance of individuals (as professionals) taking responsibility for their own personal and career development, as well as discussing progress and barriers to such: (http://www.gre.ac.uk/__data/assets/pdf_file/0008/659807/Preparation-for-Appraisal-March-2012.pdf)	No actions set for 2013 – 15. Further to the University's work on the Athena SWAN project, we have recognised the need for a further action in this area relating to appraisal; ownership, accountability and engagement (see section 4.1 of *Gap Analysis and Actions 2015-17* document).	A → A	HR Schools	
4.2	*Employers will wish to ensure that developmental activities open to researchers include preparation for academic practice. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not unduly disadvantaged when moving from one employer to another.* The University currently has no requirement for new research staff to	No actions set	A → A	Schools	

	engage in professional development in teaching and learning. In practice, engagement in teaching and learning activities is, as appropriate, discussed at Appraisal, details of which are then finalised between the individual researcher, line manager and Head of Department. As such, preparation for academic practice takes a number of different formats at the School/Institute level, for example, participation in: Teaching related activities, eg tutorials, laboratory support, support for lectures, delivery of subject specific lectures etc. Supervision of final year undergraduate and Masters' student Projects Supervision of postgraduate research students School committees, ie School Board, School Research and Enterprise Committee, Subject Assessment Panels, Progression and Awards Boards etc. Report writing etc For further information on formal professional development in teaching and learning refer to section 4.3. The University recognises and accommodates different CPD schemes that researchers have been, or are required to follow. For example, some staff will be required to follow a different format as requirement of membership of specific professional bodies and learned societies. It is recognised that for researchers this is likely to become less of an issue with the gradual adoption of the of the pan-UK Researcher Development Framework (RDF) as the means of stimulating actions on PDP and CPD, and the associated log for recording engagement in such activities.				
4.3	***Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support will be provided.*** In response to the 'Teaching Skills' element of Indicator 14 of Chapter B11 of the new QAA' UK Quality Code for Higher Education', the	**Action**: Facilitate training in teaching techniques for research staff who cannot demonstrate relevant AP(E)L in this area of academic activity. **Update**:	O ⟶ A	Academic Schools EDU	by July 2014

	University has developed as stand-alone training programme for postgraduate students, where attendance is mandatory if no AP(E)L exists. This programme is delivered by the University's Educational Development Unit (EDU), successful completion of which goes part way to achieving Associate Fellowship status of the Higher Education Academy (HEA). The University is considering extending this model to research staff who do not possess AP(E)L in this area of academic activity. As with postgraduate research students, the lead member academic staff responsible for the learning associated with the particular subject matter has the responsibility to provide appropriate support and monitor progress.	1. The EDU runs a number of professional development programmes, which contribute to the training of staff in assessment and feedback, including the PG Cert in HE for new staff, the HEA-accredited GOLD recognition scheme for existing staff and the Postgraduate Teaching and Learning Course for research students. Any staff member who does more than 60 hours teaching (over one academic year) is automatically eligible for completion of PG Cert. Once completed, the staff member automatically gets HEA Fellowship. The course is also open to Research Assistants.			
4.4	*Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation and management committees.* Researchers have opportunities to engage in local policy setting, as well as inputting into operational matters at the School level through being elected to represent their cadre of staff on the School Board, and School Research and Enterprise Sub-Committee. Further, there is a process for electing two research staff from the latter to represent researchers as observers on the University's main Research and Enterprise Committee, which is the principal body within the University for discussing and setting research and enterprise strategy and related operational matters.	No actions set	A ⟶ A	Schools DVC (R&E)	

| 4.5 | **Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.** As an important component of staff induction, the University has an active scheme for mentoring new staff, which provides a vehicle for discussing needs surrounding career development: (http://www.gre.ac.uk/offices/hr/ppga/staffdev/mentoring) | No actions set for 2013 – 15. Further to the University's work on the Athena SWAN project, we have recognised the need for a further action in this area relating to mentoring throughout the employment life cycle (see section 4.5 of *Gap Analysis and Actions 2015-17* document). | A ⟶ A | HR Schools | |

RESEARCHER'S RESPONSIBILITIES

PRINCIPLE 5
Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.

	Clause, response and evidence for current compliance – *January 2013*	Action Progress Update *January 2015*	Status (2013 ➝ **2015**)	Lead *2013*	Timescale *2013*
5.1	***Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.*** Advancement of knowledge underpins the University strategy: (http://www.gre.ac.uk/strategicplan). All researchers are encouraged and supported to work with academic peers and colleagues, both within and external to the University, and ensure good conduct in their research. External collaboration and networking is actively encouraged, as exemplified by Early Career Researchers (ECRs) being supported through a dedicated travel bursary fund to attend international conferences to present their work, engage in networking and to seek out collaborative opportunities. As researchers progress their career, the emphasis is one of assisting them, and being proactive themselves in becoming increasingly independent and autonomous in outlook and operation and to develop potential for taking on leadership roles. The commitment to developing leadership skills in research is further evidenced by the University's engagement in working with Epigeum and an international group of selected universities on the development of an on-line educational programme on 'Professional Skills for Research Leaders' (www.epigeum.com), which will be rolled out across the University following the scheduled completion of the programme in 2014. The emphasis on good conduct in research is exemplified by the University-wide Research and Enterprise Committee (R&EC)	No actions set	A ➝ A	DVC (R&E) HR GRE	

	supporting the principles expressed in the UKRIO Code of Practice for Research, endorsed by the Committee in December 2010. Matters relating to research ethics are guided by the University's policy on this matter: (http://www.gre.ac.uk/research/rec) and is managed by the University Research Ethics Committee. For further information about research integrity refer to section 5.3.			
5.2	***Researchers should develop their ability to transfer and exploit knowledge and facilitate its use in policy making and the commercialisation of research for the benefit of their employing organisation, as well as the wider society and economy as a whole.*** The overall responsibility for knowledge transfer and exploitation arising out of research rests with the Deputy Vice Chancellor, Research and Enterprise. Operationally, this process is managed by the Director of Greenwich Research and Enterprise (GRE). In turn, GRE organises a wide programme of events and seminars to support to researchers to develop the necessary understanding and skills to engage in such activities. Additionally, as part of the knowledge transfer process, researchers are positively encouraged to disseminate the findings of their research in an honest and ethical manner in accordance with standard research practice, whilst, as applicable, observing any requirements for confidentiality as set out by the terms and conditions of sponsoring organisations. In relation to addressing the 'public awareness agenda', the University is committed to discharging its responsibility for disseminating to the community at large the benefits of its research and enterprise initiatives arising from public and private investment in such activities. This is evidenced by open lectures, professorial lectures (which are also open to the public), exhibitions, communicating through non-academic outlets: (http://www2.gre.ac.uk/about/news) and the 'What's on' pages: (http://www2.gre.ac.uk/about/whatson).	No actions set	A ⟶ A	DVC (R&E) GRE

	As part of this process, the University also makes annual awards to early career researchers who have excelled in advancing their research careers and in communicating the results of their work to a wider, lay audience (ie the ECR Research Excellence Award and the ECU Communicator Award). ECRs are also able to participate in media training workshops organised by the University's Public Relations Office to help them to develop a media profile and effective communication style that will enable them to become more successful in knowledge transfer and public engagement opportunities.				
5.3	***Researchers should recognise their responsibility to conduct and disseminate research results in an honest and ethical manner and to contribute to the wider body of knowledge*** Researchers are positively encouraged to conduct research and disseminate the findings of in an honest and ethical manner in accordance with standard research practice. In part, this is addressed by sections 5.1 and 5.2 above. Additionally, the University was founding member of the international group of universities that assisted in the formulation of the recently introduced Epigeum on-line educational programme on 'Research Integrity' (www.epigeum.com). For all new research staff engagement with the Research Integrity agenda will take place during the course of their probationary period, as will engagement with the University's other research focussed policies, e.g. Ethics (www.gre.ac.uk/research/rec/rep).	**Actions:** 1. Develop and implement a University policy on Research Integrity. 2. Facilitate engagement of all new researchers with Research Integrity as a mandatory element of induction and probation. **Update:** 1. The University's new Research Integrity Policy will be presented to a future R&E Committee for ratification. A Data Management Policy was approved by R&E Committee in October 2014. Its subsequent communication plan is being implemented in 2015. 2. Research Integrity is now available as part of the new suite of Epigeum e-learning courses. Completion of this module is now a mandatory part of local induction for academic staff and appears on the line managers' checklist	P ⟶ P	1. DVC (R&E) 2. HR & GRE	by July 2013

		(http://www.gre.ac.uk/__data/assets/excel_doc/0011/725978/Induction-Checklist-November-2014.xls). Staff have to complete this within their first three months of employment.			
5.4	*Researchers should also be aware that the skills and achievements required to move on from a research position may not be the same as the skills and achievements which they displayed to reach that position* This is reflected through researchers' engagement with the Researcher Development Framework (RDF) as a vehicle for considering future skills needs and requirements relating to researchers' personal career planning. Also refer to section 3.7. Additionally, this is a matter for consideration and discussion at appraisal.	**Action:** Incorporate into appraisal process. **Update**: RDF information has been included into appraisal guidance (http://moodle.gre.ac.uk/mod/resource/view.php?id=240297 – requires login) and managers' training.	P ⟶ A	HR	by July 2013
5.5	*Researchers should recognise that the primary responsibility for managing and pursuing their career is theirs. Accordingly, they should identify training needs and actively seek out opportunities for learning and development in order to further that career and take personal responsibility for their choices. Research managers and employers also have a responsibility to provide honest advice and appropriate structures, and to equip researchers with tools to manage their careers. Research managers should encourage research staff under their supervision to attend appropriate training and career development courses and events.* The University of Greenwich fully appreciates and values the vital role played by its staff in contributing to its success, and research focussed staff in actively assisting the University to address its research	**Action:** Organise generic developments opportunities for staff, including research staff. **Update:** 1. See comments under 3.1. 2. GRE courses are now themed under the RDF Domains and workshops have been expanded to incorporate the sub-domains of the RDF, such as specialised statistical analysis, social media (e.g. podcasts) and managing research teams. Budgetary spend towards researcher-specific training as at the middle of the 2014-15 academic year is	P ⟶ A	HR	by December 2013

strategy. Many research staff are members of professional bodies relevant to their discipline and interests, where, as a condition for such membership, the responsibility for career development and associated training needs resting with the individual is clearly articulated. As such many research staff are already aware of and fully accept this responsibility. For those who are not, this is a major theme under the 'roles and responsibilities' aspect of staff induction and 'in service' appraisal, along with managers encouraging staff to attend appropriate subject specific and generic development events. The University assists in providing a wide range of generic and research-specific development programmes, which may be enhanced by attendance at external events, subject to availability of appropriate funding. The Human Resources office is in the process of organising a wide range of development opportunities for staff, which research staff may attend. Areas to be covered include: Management and Leadership Compliance Career Management and Development Personal Skills Development Project Management Enhancing Performance The Greenwich Research and Enterprise (GRE) office organises more research and enterprise focussed training and development events specifically for research staff, covering areas such as: Building a consultancy business Communicating with industry Entrepreneurship in the academic context IP Policies and procedures Working with the media	just over £4,500. A total of 197 staff attended GRE courses during the 2013-14 academic year.			

	Social and economic return on investment, and research impact Supervising postgraduate research students As mentioned in sections 3.1, 3.7 and 5.4, the RDF, and associated tools/'lenses', is a vehicle for assisting research staff and academic researchers to reflect on and identify needs to develop skills, competences and expertise as relevant to the own personal needs and those relevant to their current and future roles at Greenwich or elsewhere.				
5.6	*Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities, a log of which may be presented to current and future employers as appropriate.* As set out in sections 3.1, 3.7, 5.4 and 5.5, PDP and CPD form essential parts of both the induction and annual 'in service' staff appraisal process. The RDF 'tool' is also the recommended vehicle for research staff and academic researchers to log their engagement in such personal development activities, although some may have requirements to do so in an alternative format as a condition of membership of relevant professional bodies and learned societies.	**Action:** Create an enhanced awareness of the RDF as the recommended means planning PDP/CPD and career development as a specific element of Induction for new researchers **Update:** 1. See comments under 3.1. 2. The University has not yet piloted the RDF online planner offered through Vitae (an action has been outlined in section 5.6 of the *Gap Analysis and Actions 2015-17* document to address this). RDF activity is recognised in the University's Balanced Academic Workload model (under 'Research, Enterprise and Professional Practice'). This heading encompasses; externally and internally funded research activity, consultancy, knowledge transfer partnerships and short courses, and 'Service on behalf of the University' – which includes programme leadership and management roles, and supporting staff development.	P → A	HR	by July 2013

DIVERSITY AND EQUALITY

PRINCIPLE 6
Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers

	Clause, response and evidence for current compliance – *January 2013*	Action Progress Update *January 2015*	Status (2013 ⟶ **2015**)	Lead *2013*	Timescale *2013*
6.1	*The UK legislative framework outlaws discrimination on the basis of age, disability, sex, sexual orientation, race or religion. It also requires public bodies to take positive steps to promote equality, based on evidence and priorities, and to develop specific schemes and action plans related to gender, race and disability to address specific issues of under-representation or lack of progression.* The University produces an annual equality monitoring report: (http://www.gre.ac.uk/__data/assets/pdf_file/0007/680164/Equality-and-Diversity-Report-2-2010-2011.pdf) in relation to staff and students, where quantitative and qualitative data is analysed, so that successes may be celebrated and actions identified. The University annually reviews and publishes an equality action plan: (http://www.gre.ac.uk/__data/assets/pdf_file/0009/680175/Equality-Action-Plan-2012-2013-June-2012.pdf), which allocates specific actions by academic School and administrative office. Where issues or under-representation is identified, Human Resources (HR) works with Schools, Institutes and Offices to set SMART (ie Specific, Measurable, Achievable, Realistic, Time-bound) objectives to address these. The University will look at adding specific actions related to researchers to the equality action plan (by School / Institute) at the next review. In line with current legislation, the University also completes Equality Impact Assessments	No actions set for 2013 – 15. Further to the University's work on the Athena SWAN project, we have recognised the need for a further action in this area relating to addressing potential equality and inclusion issues at a strategic level (see section 6.1 of *Gap Analysis and Actions 2015-17* document).	A ⟶ A	HR (E&DC Champion) Schools E&DC	

(http://www2.gre.ac.uk/about/policy/equality/reporting/reporting)
on its policies and practices against all nine protected characteristics[1],
as well as taking into consideration factors such as part-time working,
fixed term status and caring responsibilities. The responsibility for
monitoring this now falls within the remit of the Equality and Diversity
Committee, which reports directly to the University's Executive
Committee. The Terms of Reference and minutes of the meetings for
this Committee are available at:
(http://www.gre.ac.uk/offices/hr/ere/e-and-d/monitoring-our-progress)
Also refer to section 6.9 relating to the University's Bullying and
Harassment Policy.

6.2	*As is the case for society as a whole, UK research will benefit from increasing equality and diversity in the recruitment and retention of researchers. The Concordat encourages the recruitment and retention of researchers from the widest pool of available talent, including those from diverse backgrounds.* The University advertises on www.jobs.ac.uk for all external vacancies, as well as subject specific publications identified by the recruiting line manager, dependent on cost. As such, the University includes a diversity 'strapline' on its advertisements. The equality monitoring section of the application form is detached from the main application for HR statistical reporting purposes only. This is currently under review to incorporate new equality protected characteristics, such as sexual orientation, so that the University can identify any trends and define actions as appropriate in order to attract and retain the widest pool of talent.	**Actions:** 1. Explore disaggregation of equality data relating to Research staff, including at recruitment and managerial levels. 2. Extend monitoring of protected characteristics in relation to staff recruitment. **Update:** 1. Disaggregation of equality data relating to Research staff was completed in the Equality Monitoring Report 2011-12 (http://www.gre.ac.uk/offices/hr/e-and-d/reporting-and-monitoring). Analysis of research staff by grade was undertaken as part of the University's Athena SWAN submission. Disaggregation was not	P ⟶ A	HR (Equality and Diversity Champion) Schools E&DC	by January 2013

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[1] Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation

	The University monitors staff workforce and recruitment equality data. The information is disaggregated by job category, including gender and ethnicity levels within senior management, research and administration staff. The data can be found on the HR web pages ([here](#)). Currently equality data of research staff is not further disaggregated at recruitment or managerial levels. The University will explore further disaggregation of equality data for research staff, at recruitment at managerial level within the next annual equality monitoring report. See also section 6.7.	completed at recruitment level and an action has been set to address this (see section 6.2 of *Gap Analysis and Actions 2015-17* document). 2. The University extended its monitoring of protected characteristics in relation to sexual orientation from the 2012-13 academic session (http://www.gre.ac.uk/offices/hr/e-and-d/reporting-and-monitoring). Further work is being carried out to extend monitoring to cover gender identity and religion & belief within staff recruitment and workforce profiling, in order to better understand and meet the needs of our employees. 3. Further actions have been developed and are outlined in section 6.2 of the *Gap Analysis and Actions 2015-17* document.			
6.3	***It should be emphasised that the demanding nature of research careers has a disproportionate effect on certain groups. We strongly recommend that all members of the UK research community actively address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others.*** The University's Code of Practice for the REF 2014 initiative will be tested for its effectiveness during the Greenwich Research Excellence Assessment Trial 2012 (GREAT 2012). The Code of Practice itself has already undergone an equality impact assessment on the University's proposed method for staff selection for the REF. The impact assessment on the GREAT 2012 involves an equality analysis and	**Action:** Undertake an impact assessment of the GREAT 2012 in readiness for the University's REF 2014 submission. **Update:** 1. Equality Impact Assessments were undertaken on the REF Codes of Practice, GREAT 2012 (mock exercise) and REF 2014 submission (http://www.gre.ac.uk/offices/hr/e-and-d/equality-impact-analysis/equality-impact-analysis-reports). Several recommendations were made as a result of the EIA, which	P ⟶ A	HR (Equality and Diversity Champion) REF 2014 Team (GRE)	by December 2012

	impact assessment of research staff who are eligible for submission to the REF, against actual submissions made. This impact assessment will highlight any potential areas of differential impact or inequality, and will influence formulation of University research policy (re)design to the benefit of research staff overall. It will also inform changes to process in readiness for the final REF 2014 exercise. The REF also gives the opportunity for participants to declare personal circumstances e.g. a disability that they wish to discuss with a member of Human Resources, which will highlight any common themes or issues to inform action planning. The University has recently undertaken a Staff Survey: ('My University My Voice'). This presents the University with the opportunity to analyse anonymised data by School / Institute and academic status to highlight any common issues to inform actions. Further guidance on equality protected characteristics are being developed to help managers support different groups throughout their career, for example, pregnant and nursing mothers, time off for religious observance. Also refer to section 6.8.	were factored into the University's Athena SWAN submission. 2. Further actions have been developed and are outlined in section 6.3 of the *Gap Analysis and Actions 2015-17* document.			
6.4	*Employers should ensure that the working conditions for researchers provide the flexibility necessary for successful research performance in line with legal requirements. Employers should recognise that for parents and others who have taken career breaks, including parental leave, have worked part-time, or have taken atypical routes into research, the "early career" period may be prolonged, and this may be a time where the risk of attrition from the research path is most acute. Working conditions should allow both female and male researchers to combine family and work, children and career.*	No actions set for 2013 – 15. Further to the University's work on the Athena SWAN project, we have recognised the need for a further action in this area relating to reporting on parental leave and flexible working (see section 6.4 of *Gap Analysis and Actions 2015-17* document).	A ⟶ A	HR Schools / Institutes	

	There are two levels of induction for new staff; at local School / Office level with the individual's line manager, and at corporate level with a blended online and face-to-face approach. The corporate induction sessions includes an introduction to the HR Office and 'Diversity Essentials' session, and this, along with the local induction, aims to give new staff information on our policies and action plans, key contacts and how to access support. The induction programme is currently under review, with expected roll out in the academic year 2012 – 13. A steering group comprising of the Directors of GRE, Postgraduate Research and the Early Career Researcher Initiative, as well as a member of the HR team, oversee strategy for ECRs. The Early Career Researcher Initiative has been set up to support ECR communication and bring a sense of community between ECRs across Schools / Institutes and Campuses. The University operates a Flexible Working Policy, which outlines the right to request time off for work for members of staff who are parents or carers and covers any member of staff who has worked continuously for 26 weeks. There is also guidance for managers on flexible working available on the HR web pages. Maternity, Paternity, Parental and other leave policies are also available to staff at the University (www.gre.ac.uk/offices/hr/ppga/leave). The Researchers Benefits Leaflet provides a general overview of the University and outlines the benefits and support available to research staff. This was developed as part of a recent recruitment process to appoint twelve new Research Professors and is available on the HR website.				
6.5	***It is important for employers to respond flexibly to requests for changed work patterns and to resist instant refusals on the assumption that, because research has always been carried out in a particular way, it cannot be done differently.***	No actions set	A ➛ A	HR Schools	

	As set out in section 6.4, the University operates a Flexible Working Policy, which outlines the right to request time off for work for members of staff who are parents or carers and covers any member of staff who has worked continuously for 26 weeks. There is guidance for managers on flexible working.				
6.6	***Funders should continue to ensure that their funding mechanisms and policies are adapted to changing diversity and equality legislation and guidance, for example in their provision of additional funding and duration of grant to cover paternity and adoptive leave as well as maternity leave.*** The University receives funding from all major funders of research, including, UK Research Councils, EU(FP7), Technology Strategy Board, as well as charitable bodies such as the Leverhulme Trust, who each have established and well-recognised policies and procedures for ensuring equality of access to funding, and provision for extending grants/further funding, to accommodate parental leave. The Research Councils UK, for example, places conditions on funding, referring specifically to Equal Opportunities. The University also distributes its own funding to develop new lines of research, underpin research capacity, and support Early Career Researchers. This is through a combination of open competition and formulaic allocations, mirroring the methodology used by HEFCE. The University administers this funding in the same way as it would any external funding.	No actions set	A ⟶ A	Schools HR (Equality and Diversity Champion)	
6.7	***Employers should aim for a representative balance of gender, disability, ethnicity and age at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of a transparent equal opportunity policy at recruitment and at all subsequent career stages. Diversity should be reflected on***	**Actions:** 1. Formalise our Lesbian, Gay, Bisexual and Trans (LGBT) staff network. 2. Explore disaggregation of equality data relating to Research staff, including at	P ⟶ P	HR (Equality and Diversity Champion)	by January 2014

selection and evaluation committees. What is 'representative' will vary according to the nature of the institution and the academic research subject, but institutions should aim to ensure that the percentage of applicants, and ultimately appointments, from a particular group to any given level should reflect the percentage in the available pool at the level immediately below.

The Equality Statement and Equality Strategy outlines the University's commitment to create an environment in which both students and staff are selected and treated solely on the basis of their merits, abilities and potential. The University's Equality and Diversity Committee is responsible for reviewing reports, policies and initiatives and reports directly to the University Executive Committee. Also refer to section 6.1.

The University operates a Disability Forum for staff to discuss disability topics and issues, which meets at least once per term. The University is also currently in the process of formalising its Lesbian, Gay, Bisexual and Trans (LGBT) staff network as part of membership to the Stonewall Diversity Champions Programme and exploring the possibility of linking our networking group with other peer groups, such as that at the nearby University of Kent.

The University monitors staff workforce and recruitment equality data. The information is disaggregated by job category, including gender and ethnicity levels within senior management, research and administration staff. The data can be found on the HR web pages here.

As set out in section 6.2, equality data of research staff is not further disaggregated at recruitment or managerial levels. The University will explore further disaggregation of equality data for research staff, at recruitment at managerial level within the next annual equality monitoring report. Also refer to section 6.2.

recruitment and managerial levels (as set out in section 6.2).
3. Explore specific monitoring for researchers within promotion schemes.
4. Investigate use of HEIDI to benchmark against other institutions.

Update:
1. The LGBT Staff Network was set up in May 2013 following a staff survey to gauge interest. The Network has formal Terms of Reference, a web page (http://www.gre.ac.uk/offices/hr/e-and-d/lgbt-staff-network) and regularly meets to discuss LGBT related issues and consult on policy.
2. See section 6.2.
3. Monitoring for researchers has not yet occurred within our existing promotion schemes and an action has been set to address this (see section 6.7 of *Gap Analysis and Actions 2015-17* document).
4. HEIDI has not yet been used to benchmark against other institutions within the annual equality reporting mechanism. Benchmarking has been used within the University's Athena SWAN submission, and will be used further within Departmental Athena SWAN submissions.

	Promotion applications and success rates made through the [Grading Review Assessment Procedure](#) (GRAP) are monitored by equality strand. The University will explore establishing specific monitoring for researchers. The University also has a specific Professors and Readers Appointment Committee for the appointment of Professors, Readers, Visiting Professors and Visiting Fellows, which relates to PDP planning under Principle 5. More information is available on the HR web pages [here](#). Identifying what is 'representative' could be achieved by benchmarking against other similar size and placed institutions. The University will investigate whether it can use HEIDI to compare statistics to other institutions at the next annual monitoring review.				
6.8	***Account should also be taken of the personal circumstances of groups of researchers. Examples would include researchers who have responsibility for young children or adult dependants, researchers for whom English is not a first language, older or younger researchers, or researchers with disabilities and long-term health issues. Employers and funders should change policies or practices that directly or indirectly disadvantage such groups.*** Staff are encouraged to speak to their line managers to agree local arrangements and discuss support needed in the first instance. They can then follow this up with HR, for example, for formal flexible working requests, time off for dependent care or implementation of reasonable adjustments. Also refer to sections 6.4 and 6.5 relating to flexible working. Information on staff disability support is available on the University HR pages (http://www.gre.ac.uk/offices/hr/ere/e-and-d/disability). The University has recently been awarded Two-Ticks accreditation by Jobcentre Plus. This is a government led initiative which allows organisations to demonstrate their commitment to attracting and retaining disabled staff. The REF 2014 affords further opportunity for	No actions set for 2013 – 15. Further to the University's work on the Athena SWAN project, we have recognised the need for a further action in this area relating to developing managers' understanding of HR policies (see section 6.8 of *Gap Analysis and Actions 2015-17* document).	A → A	HR (Equality and Diversity Champion) REF 2014 Team (GRE)	

	staff to declare personal circumstances e.g. a disability. The form allows them to indicate that they wish to discuss with a member of Human Resources outside of REF processes, which is a mechanism for discussing longer term support. The University conducts equality impact assessments against new policies and completes periodic reviews of existing policies to ensure equality and fair treatment. An equality impact assessment screening of all HR policies was undertaken in August 2012 to identify areas where any further assessment is needed. Also refer to section 6.1. The University assesses staff on criteria relevant for the post to which they are applying. In relation to those for whom English is not their first language, support is made available where necessary, and can be raised through their probation meetings or with their line manager. Criteria relating to communication skills are outlined in advertised job descriptions and are based solely on the requirements of the post.				
6.9	***All managers of research should ensure that measures exist at every institution through which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties.*** The University has developed a Bullying and Harassment Policy for staff. A new joint policy has been drafted to cover both staff and student bullying and harassment issues, which offers clear and cohesive processes for resolution of bullying and harassment cases. The policy is currently awaiting approval. The University also has a network of Bullying and Harassment Advisers which is available to staff who feel they are being harassed, or who have been accused of harassing behaviour. The provision is being reviewed to extend the remit to wider welfare issues and to offer bullying and harassment support to students.	**Actions:** 1. Approval of joint Bullying and Harassment Policy. 2. Review scope of operation of Bullying and Harassment Advisers. **Update:** 1. A new Bullying and Harassment Policy for Staff and Students was approved by University Court in November 2012 (http://www.gre.ac.uk/__data/assets/pdf_file/0006/748608/Bullying-and-Harassment-Policy-January-2015.pdf). 2. The University's two support networks – Listening Ears (for students) and Bullying and Harassment Advisers (for staff) – were merged as a joint staff and student facing service called	P ⟶ A	HR (Equality and Diversity Champion)	by April 2013

		Listening Ears in June 2012 (http://www.gre.ac.uk/offices/hr/e-and-d/LE). Training is offered at least once per academic year, and included two prestigious *Samaritans* sessions in 2013 – 14.			
6.10	***Employers should also consider participation in schemes such as the Athena SWAN Charter, the Juno Project and other initiatives aimed at promoting diversity in research careers.*** As part of our commitment to advancement of equality across the protected characteristics, the University has recently been awarded Two-Ticks accreditation and signed up to the Stonewall Diversity Champions Programme and, promoting it as an employer of choice for Lesbian, Gay and Bisexual (LGB) and disabled staff. The University will be making an application to Athena SWAN, and will identify other relevant initiatives as appropriate to promoting equality and diversity in research careers. The University will not be pursuing accreditation under the Institute of Physics Juno Project scheme, since it does not offer physics as a stand-alone academic discipline.	**Action:** Explore and progress participation in Athena SWAN initiative. **Update:** The University submitted its Athena SWAN Institutional Bronze application in November 2014. The University Athena SWAN Working Group (ASWG) has been responsible for compiling the submission and has organised events to promote the Charter and inform staff involved about their responsibilities (http://www2.gre.ac.uk/research/support/athena-swan-charter). As part of the project, an academic staff survey was circulated to gauge feedback on staff experience and perceptions. The survey attracted a 49% response rate. Further actions have been developed and are outlined in section 6.10 of the *Gap Analysis and Actions 2015-17* document.	P ⟶ A	HR (Equality and Diversity Champion)	by July 2014

IMPLEMENTATION AND REVIEW

PRINCIPLE 7
The sector and stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.

	Clause, response and evidence for current compliance – *January 2013*	Action Progress Update *January 2015*	Status (2013 ➙ **2015**)	Lead *2013*	Timescale *2013*
7.1	*The implementation of the Concordat's principles will lead to greater integration of researchers into mainstream management and career development structures of their employing organisations. The aim of this section is to promote implementation through a collective commitment to reviewing its progress.* The University supports the intention and implementation of the Concordat. The primary body within the University leading on implementation is the Concordat Implementation Working Group (CIWG). This body has the full support of the Vice-Chancellor's (Management) Group - VCG - in its workings towards ensuring compliance across the University. The composition of the CIWG is: Deputy Vice-Chancellor, Research and Enterprise (Chair) Director of Greenwich Research and Enterprise Director of Early Career Researchers Initiative Learning and Development Manager, Human Resources Equality and Diversity Champion, Human Resources Representation for each of four Faculties (4)	No actions set	On-going ➙ **On-going**	Chair, CIWG (DVC, R&E)	(On-going)
7.2	*The signatories agree:* *a. to constitute a steering group an independent chair to oversee the implementation and review of the Concordat with appropriate representation of funders and sector bodies including the Professional Institutions. This group will be inform the UK Research Base Funders Forum of progress* *b. to procure an independent benchmarking study to assess the state*	**Actions:** 7.2 d) Research staff to engage with CROS at the next available opportunity 7.2 e) University to participate in implementation reviews led in line with expectations of Vitae.	a) A ➙ **A** b) A ➙ **P** c) A ➙ **A** d) P ➙ **P** e) O ➙ **P**	All: Chair, CIWG (DVC, R&E)	a) Complete b) Complete c) (On-going) d) Next CROS e) Date set by Vitae

of the sector at the launch of this sector *c. to contribute an appropriate share of the costs of supporting implementation and review, including the benchmarking report.* *d. to draw up an implementation plan for the Concordat, to ensure a coherent and sustained approach by organisations operating in the sector and the appropriate use of survey and monitoring tools such as the Careers in Research Online Survey (CROS).* *e. to undertake and publish a major review of the implementation of the Concordat after three years reporting to the signatories and taking account of progress against the benchmark report and the views of researchers and employers (both outside and inside the HE sector)* a. As set out in section 7.1, the University has established a local Concordat Implementation Working Group (CIWG), which will also perform the local steering group role. b. At the request of Universities UK (March 2010), the University responded to a questionnaire about the implementation and other matters relating to the Concordat. c. The University will support the costs associated with the internal implementation of the Concordat. d. This document represents the University's current position on the implementation of the Concordat, which also includes an action plan for further implementation. To date, research staff have not engaged in CROS, but it is planned they will do so at the next available opportunity. e. The University will engage with the major review on progress with implementation in accordance with the latest expectations of Vitae.	**Update:** 7.2 d) The Careers in Research Online Survey (CROS) and Principal Investigators and Research Leaders Survey (PIRLS) were circulated in 2013 and their results have helped inform the support and training offered by GRE. Response rates were 30%[2] for CROS and 45%[3] for PIRLS. The Postgraduate Research Experience Survey (PRES) ran in 2013 and the response rate was 60.3%. PGRO has used this data to ensure that the service that it provides to students is seamless and professional. The data was extrapolated and presented at a Faculty level, which has been used by the Faculties to inform their future strategies, so as to provide a positive and meaningful research environment for their postgraduate research students. 7.2 e) The two year Gap Analysis review was submitted in January 2015.			

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[2] CROS response rate calculated using staff in the 'Researcher / Research Fellow' job category in 2012 - 13
[3] PIRLS response rate calculated using staff in the 'Professor / Research Group Director' job category in 2012 - 13

7.3	*The signatory funders will ensure that their terms and conditions of, for example, project grants include the expectation that the Research Organisations that they fund will adopt the principles of the revised Concordat.* The University will strive to implement the Concordat irrespective of the sources of funding of project grants.	No actions set	A ⟶ A	DVC (R&E)	(On-going)
7.4	*The signatories recognise the value of innovation in practices and of sharing practice between institutions and aim to promote these throughout the implementation and review process. The funding signatories will consider aligning their support for transferable and career development skills. It is expected that Vitae, the national programme dedicated to realising the potential of researchers, funded by the Research Councils, will play a major role in innovating, sharing practice and enhancing the capability of the sector to implement aspects of the Concordat, as well as establishing strategic partnerships between funders.* The University supports the work of Vitae in developing the careers of researchers, as evidenced by the University's adoption of the RDF as a reference point for the career development of researchers and engaging with Vitae in related areas of activity.	No actions set	A ⟶ A	DVC (R&E)	(On-going)
7.5	*Under public sector equality schemes, employers are required to monitor equality and diversity indicators for their researchers. This section focuses on the co-ordination and enhancement of existing information collection and not on the creation of additional data. There is a strong presumption that in implementing the Concordat, significant emphasis will be placed on the use of existing data and information sources and on the sharing of good practice between institutions and to provide evidence of its impact.*	No actions set	A ⟶ A	HR (Equality and Diversity Champion)	

	As mentioned in sections 6.1 and 6.7, the University monitors equality and diversity indicators, using, where possible, existing mechanisms for data collection. However, it is recognised that, over time, there may be a need to collect relevant information by different means.			